

Rosliston Under 5's Pre-School

Main Street, Rosliston, Swadlincote, Derbyshire, DE12 8JW



Inspection date

5 October 2017

Previous inspection date

11 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff engage well with parents. Parents are kept fully informed about their children's achievements and are involved in their children's learning and development.
- Staff use detailed observations and assessments to help them plan and support children's learning effectively. They use a range of systems successfully to help them track children's good progress across all areas of their learning and development.
- Children are very well behaved. Staff are good role models for children. They are kind and polite, and remind children to use good manners. Staff praise children for their achievements and help them to develop good levels of self-esteem.
- Staff recognise the children's need to be physically active. They provide the children with opportunities to develop their large-muscle skills. For example, children enjoy stomping over the bridge, using wheeled toys and running around in the garden.
- The manager and staff work well as a team and have a strong drive to improve the quality of the provision. They use self-evaluation effectively to identify and make improvements. Committee members have a good understanding of their roles and responsibilities.

It is not yet outstanding because:

- At times, staff interrupt children's play and learning, which does not allow children time to complete their chosen tasks to their own satisfaction.
- Staff do not consistently develop successful two-way partnerships with all other settings that children attend, to fully help support consistency in children's care and learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to become more deeply involved in their play and learning, and have uninterrupted time to complete their chosen tasks to their satisfaction
- strengthen partnerships with other settings that children attend to support further continuity in their care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager and the chair of the committee.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- The inspector checked a sample of documentation, including attendance records, accident and incident records, risk assessments and staff suitability checks.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are clear about the signs that they must be alert to and the steps to take to safeguard children. They are conscientious about children's safety. Robust recruitment procedures are followed and the chair of the committee checks the suitability of staff and committee members rigorously to ensure they are safe to work with children. The manager regularly monitors staff performance to help ensure that the quality of teaching is of a consistently good standard. She identifies training needs to help support staff's professional development, which helps to improve outcomes for children. For example, staff have developed their ability to teach children mathematical skills through play successfully, since attending a training course on mathematics.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand that children learn through play. They provide interesting resources that encourage children to investigate and try out their own ideas. For example, children use their imagination and creative skills well as they make rockets out of cardboard boxes. Staff use this activity well to promote children's communication skills effectively. They have conversations about how the children might fly to the moon and have introduced unfamiliar words, such as 'astronaut' and 'planets'. Staff make effective use of spontaneous events and activities to help children extend their learning. For example, as children engage in water play, staff encourage them to draw numbers and letter shapes, and to write their names.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time in the pre-school. They develop good relationships with the staff and they are well settled. The well-established staff team provides a calm, caring and stimulating learning environment. Children move around the environment confidently and enthusiastically. Staff encourage important social and personal skills. For example, children put on their own coats to go outside and understand the importance of washing their hands before eating a snack. Children enjoy healthy snacks and plenty of physical exercise. For example, children enjoy taking part in dancing and action song activities. Children celebrate many events, learn about festivals, and use resources that reflect communities from around the world.

Outcomes for children are good

Children are confident, motivated and have good levels of self-esteem. They make good progress in relation to their individual starting points. They are curious and eager to learn and take part in activities. Children are well prepared for the next stage in their learning and the transition on to school. Children show an interest in numbers, sounds and letters, and learn to recognise familiar written words, such as their name.

Setting details

Unique reference number	206848
Local authority	Derbyshire
Inspection number	1103128
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	20
Name of registered person	Rosliston Under Fives Pre-School
Registered person unique reference number	RP522852
Date of previous inspection	11 November 2014
Telephone number	07986171055

Rosliston Under 5's Pre-School registered in 1975 and is managed by a committee. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until midday. The pre-school employs five members of staff. All of these hold appropriate early years qualifications at levels 2 or 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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